LIB 5040 – Management of the School Library Media Center
Appalachian State University

Dr. Nita Matzen

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Office Hours: By Appointment

Course:
Catawba – Tuesdays 5:00-9:00

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Course Description
Management theory and managerial functions are investigated and applied to the school library media center as it fulfills its mission of instructional support to the school's curriculum. Philosophy and objectives of school library media services in schools (K-12), standards, personnel, facilities, resources, budget, integrated library skills instruction, planning and evaluation are examined.

Methods of Teaching and Course Objectives
Using a base of professional literature, student presentations, class and online discussion, simulation and role playing, hands-on activities, case studies, and guest speakers, the course goal is to support students as they develop an understanding of the management of a school library media center.

During the course, students will:

1. Examine the school library media center's role in the total educational program and be able to list and discuss both internal and external (societal, community) factors which influence and shape that program, as well as the key elements for an effective SLMC program, including resources, facilities, flexible scheduling, etc..

2. Be able to discuss and enumerate both student and teacher needs served by the school library media center and understand the need for an integrated approach to the teaching of library and information skills.

3. Learn to articulate the personnel requirements for an effective school library media program and study common personnel problems.

5. Study the history and development of school library media centers and the past several decades' development as a result of state and federal funding and grants, placing them into historical perspective.

6. Examine typical school library media center budgets and be able to explain the various types of accounts which a library media specialist may be expected to administer and be able to identify the various types of budgets and systems.

7. Explore alternative approaches to media center facilities design and be able to give advantages and disadvantages of various facilities' features and organizational patterns. Also, to study the elements and steps in designing new facilities and to be prepared to redesign and upgrade existing facilities.

8. Look at sample policy and procedure manuals and be able to write a rationale for the use of such manuals in the SLMC as well as a mission statement for one's own library.

9. Examine the importance of an active communications and public relations program to the work of the SLMC, as well as methods for accomplishing effective PR, and plan and develop a public relations program.

10. Study general management theory, and the politics of organizations and education, and relate both to school library administration.

11. Examine the use of computers in the management of the modern SLMC. Explore the services provided by library networks which can improve the instructional and administrative functions of the school library.

12. Study national and regional school library media and technology professional associations, and consider joining one as a student member. Also, attend professional association conferences in the state and/or nationally.

13. Search for, read, and evaluate school library media administration research literature, and be able to discuss the value of local research to the school librarian, as well as the relationship of societal issues to the profession.

14. Examine both the national and state standards for school library media centers, certification and accreditation processes, and understand the relationship of these factors to the development of an effective, quality school library media program.

The methodologies and strategies selected for this course are based on a significant body of research in the area of social constructivism. Much though has gone into designing a rich, engaging, and meaningful learning environment. To better understand social constructivism, please review the Reich College of Education Conceptual Framework. The RCOE Conceptual Framework is an

excellent primer on this theory and how it applies to teaching and learning here at Appalachian State University:
< http://www.ced.appstate.edu/about/conceptualframework.aspx >.

Main Texts:

Morris, B. J. (2004). *Administering the School Library Media Center, 4th Ed.* Westport,CN: Libraries Unlimited.
ISBN13: 9780313322617 (Hardcover)
ISBN10: 0313322619

Gatrell Stephens, C. & Franklin, P. (2007). *Library 101: A Handbook for the School Library Media Specialist.* Westport,CN: Libraries Unlimited.
ISBN13: 9781591583240 (Paperback)
ISBN10: 1591583241

American Association of School Librarians (2009). *Empowering Learners: Guidelines for School Library Media Programs*. Chicago: American Library Association.
ISBN-13: 9780838985199

NC Department of Public Instruction, Instructional Technology Division (2005). *IMPACT: Guidelines for NC Media and Technology Programs*. Raleigh, NC: NCDPI.
Available for download at:
http://www.ncwiseowl.org/impact/docs/IMPACTrev1.31.08.pdf

Other resources:

American Association of School Librarians (2007). *AASL Standards for the 21st Century Learner*. Chicago: American Library Association.
Available for download at:
http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/learningstandards/standards.cfm

NC Department of Public Instruction, Instructional Technology Division (2002). *NC Media Coordinator Performance Appraisal Instrument – Rev (MCPAI-R)*. Raleigh, NC: NCDPI.
Available for download at
http://www.ncwiseowl.org/it/personnel/MCPAI/MCPAI.htm

Learning Needs and Accommodations

If you are a student with special needs of some kind, and feel that I should be aware of those, please let me know so we can work together to best meet them.

Academic Misconduct

Appalachian State University values academic honesty. It is expected that each

student will submit original work. Where others' works and ideas are used, citations must be included. Please refer to ASU's handbook on academic integrity for the official statement.

Course Assignments
All assignments must be completed at the time indicated. Assignments turned in late will have lesser points assigned than those turned in on time. All assignments ***must*** be in electronic format where appropriate. Sources should be properly cited when applicable according to the bibliographic citation method of the *APA Manual* (5th ed.). Save everything on a disk or your computer in case there is a discrepancy about work turned in.

1. Mini Report – Research in School Librarianship
Find one article describing and reporting the findings of a research study related to school librarianship. Write a 2 page maximum report on the research study that includes the following: 1) A description of what the study looked at--e.g., the problem studied, 2) The type of study--experimental, historical, survey, etc., 3) Results of the study found by the researcher, 4) Your reaction to the study--agreement, disagreement, bias noted, etc., or any other relevant criticism, 5) Contribution of the study to the field of school libraries -- why is it important (if you feel it is)? Have your article approved by the instructor if you have question whether it fits the criteria for selection as a bona fide research report.

2. Resident Experts in School Library Management
School library media coordinators are frequently asked to develop expertise and provide professional development on specific topics. Students will select a topic from a list provided by the instructor and become the "resident experts" on the topic. As the resident experts, students will develop and deliver a professional development session for the class on the topic selected. Students may work in groups on this project.

Resident experts will complete the following activities and products:

a) Using practices associated with high quality professional development, **deliver a 45-50 minute professional development session** on the topic for the class;
b) **Create an annotated bibliography and web resources guide** for use by the class;
c) **Compile an electronic portfolio** of the resources, notes, plans, work logs, and reflections collected or made during the course of developing and delivering the professional development.
d) Collect, analyze, and interpret **an evaluation of the session**; describe changes that would be made for future sessions based on the evaluation findings.

3. Public Relations Program Project
It is suggested that you consider doing this as a small group project.
Special NOTE: DO NOT do a Book Fair or Accelerated Reader, or ANY commercial reading incentive program for this project. They ARE NOT acceptable activities for this assignment. Also note, the project must be FULLY developed (i.e., anyone could take the write-up and do the program). Include an evaluation (yours) in which you gauge the success of the project.

Select a suitable program project for a library media center PR activity. Customize this project for your own use and fully develop the project by writing up a complete plan for it. Include in at least 2-3 concise paragraphs the following information on your PR project:

a) **Purpose or objective of the project** (e.g., Promote reading, celebrate Children's Book Week, etc.)
b) **Theme of the project**, if it is not clear from the above (e.g., Soar Into Reading, Camping Books in Your Library, Famous Women in History, etc.)
c) **How you would plan, execute, and carry out the project, step-by-step**--should be complete enough that ANYONE could follow it and replicate the program
d) **3-4 audiovisuals** which will be used to publicize, illustrate, convey to the public, etc., the heart or theme of the program. Unless these are K-12 student generated, these audiovisuals should be of high quality and demonstrate your skills using media effectively.
e) **Evaluation of the completed project** -- how would you evaluate your own success? Examples might be increased circulation of targeted materials, participant (student, teacher) survey, etc.

Produce for sharing with the class the audiovisuals described in D above. Bring them to class to share when you describe your project to your classmates.

4. In-class Projects
During the term, we will work on several projects during class (e.g. facilities design). Some of these projects will require out of class time to complete.

Attendance and Class Participation
Class participation includes **in-class** and **online** participation. Students are expected to contribute to class discussions and be engaged in class activities, regardless of the forum (in-class or online). Students should post reflections to their blog at least once a week.

Each student will be expected to attend and actively participate in all class sessions. Classes missed must be approved by the instructor ahead of time when possible. Arrangements to make up missed work will be expected of each student. In some cases, absences may affect points given to assignments.

Course Evaluation
Grades for the course will be determined on the basis of the following:

Mini Report	5%
Resident Experts Professional Development Project	40%
Public Relations Program Project	25%
Other class activities	20%
Attendance and participation	10%
Total	100%

**Based on a syllabus developed by Dr. Carol Truett*